



Subject	NC Objective	Skills	Knowledge	Vocabulary
<p>Science</p>	<p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Read and spell scientific vocabulary at a level consistent with their increasing word and spelling knowledge. Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>	<p>To know the parts of a plant To be able to name different types of plant To understand how trees survive the winter To know where to find plants To know and understand where plants can live</p> <p><b>Assessment:</b> Can you name the different parts of a plant? Can you name and identify a range of different plants? Can you explain why a tree can survive in the winter? Where would you find plants growing? Explain why?</p>	<p>Plant Roots Stem Trunk Branches Leaves flower petals fruit bulb seed evergreen deciduous vegetables variety of common plant names, e.g. geranium, dandelion, oak, bean</p> <p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants, including trees</p>
<p>History</p>	<p>To understand changes within living memory – where appropriate, these should be used to reveal aspects of change in national life To know about the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods - Queen Victoria</p>	<p><b>Knowledge and understanding</b> Tell the difference between past and present in own and other people’s lives.</p> <p><b>Historical interpretation</b> Begins to identify and recount some details from the past from sources (e.g. pictures, stories).</p> <p><b>Historical enquiry</b> Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).</p> <p><b>Organisation and communication</b> Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</p>	<p>To understand the history of the monarchy. To name the members of the royal family. To know who Queen Victoria was. To name some significant events in her reign. To compare the changes to Britain over time.</p> <p><b>Assessment:</b> Can you name the members of the royal family? Can you explain the monarchy? Can you explain some changes Queen Victoria made to Britain?</p>	<p>Monarchy Royal family Queen Victoria Generation Britain Reign Past Present Significant History Changes Living memory National International</p>



<p style="text-align: center;"><b>Geography</b></p>	<p><b>Locational knowledge</b> To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Human and physical geography</b> To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Geographical skills and fieldwork</b> To use world maps, atlases and globes to identify the United Kingdom and its countries, To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p><b>Knowledge &amp; Understanding</b> Name and locate four countries of the United Kingdom on a map or globe. Identify the similarities and differences between the local environment and one other place. Ask and respond to questions about places/environment.</p> <p><b>Practical</b> Draw a simple map (e.g. of an imaginary place from a story), labelling particular features. Use maps, pictures and stories to find out about different places. Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in the fieldwork.</p>	<p>To know the 4 countries and their capital cities of the United Kingdom. To know the differences between where we live and London. To know the similarities between where we live and London. To identify London landmarks. To be able to label a map with key features of London. To know how to read maps to locate different places. To use language associated with position when explaining locations and geographical features. To know the different patterns within the UK.</p> <p><b>Assessment:</b> Can you name and locate the 4 countries and capital cities within the UK? Can you explain the differences between where we live and London? Can you explain the similarities between where we live and London? Can you use a map/atlas to locate geographical features/landmarks?</p>	<p>Landmarks 4 countries UK United Kingdom Capital city London Landmark Map Atlas Globe Front behind Next to far away Near to Weather Patterns Geographical features Location Temperature Similarities Differences Local environment</p>
<p style="text-align: center;"><b>Art Landmark</b></p>	<p>To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Begin to collect ideas in sketch books Work from observations and known objects. Make marks using paint with a variety of tools Consider consistency when applying paint Investigate clay – pinching, rolling, twisting, scratching and coiling and add detail and texture using tools</p>	<p>To use clay to create a model of a famous London Landmark. To pinch, roll, twist, scratch and coil and add detail and texture using tools. To draw a range of landmarks from observations.</p> <p><b>Assessment</b> Can you create a London landmark using clay? Can you evaluate your landmark? Can you draw a range of landmarks from observations?</p>	<p>Clay Pinch Roll Twist Scratch Coil Model Mould Observation Tools Paint Sketch Draw</p>
<p style="text-align: center;"><b>Computing</b></p>	<p>Understand what algorithms are. When a computer does something it is following instructions called code. Understand that programs respond to input to do different things. Can give precise instructions for a program to work successfully.</p>	<p><b>Information Technology:</b> Solve a problem using ICT Put data into a program.</p> <p><b>Digital Literacy:</b> Use technology safely. Recognise common uses of information technology beyond school.</p>	<p>To use different technologies, with a trusted adult, to communicate responsibility with others To know that something you put online can be seen by others To be careful about the icons you click or tap when you use technology devices To know what my personal information is and how to keep it private</p>	<p>Program Beebot Input Sequence De-bug Control Clear Navigate</p>



			<p><b>Assessment</b>                  Can you explain what information you can tell to anybody and what information you can only tell to trusted adults?                  Can you explain about photos that are on my device or on the internet and who can see them? And why this is important?</p>	
<p>Music</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes                  To play tuned and untuned instruments musically                  To listen with concentration and understanding to a range of high-quality live and recorded music                  To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>Performing (singing/playing):</b>                  To take turns in a performance with others.                  Sing with a sense of melody.</p> <p><b>Improvising and experimenting:</b>                  Make sounds in different ways, including hitting, blowing and shaking.</p>	<p><b>Our School (Exploring sounds)</b>                  Exploring different sound sources and materials                  Analysing the dynamics and duration of sounds around the school                  Exploring these elements/ dimension on instruments                  Creating two contrasting textures                  Singing a song                  Interpreting sounds and exploring instruments                  Creating a soundscape as part of a song performance</p> <p><b>Assessment</b>                  Can you Explore different sound sources and materials?                  Can you Analyse the dynamics and duration of sounds around the school?                  Can you explore these elements/dimensions on instruments?                  Can you create two contrasting textures?                  Can you sing a song?                  Can you interpret sounds and exploring instruments?                  Can you create a soundscape as part of a song performance?</p> <p><b>Pattern (Beat)</b>                  Marking a steady beat with voices and body percussion                  Counting a steady beat in patterns of 2, 3 and 4 beats (metre)                  Performing a steady beat in patterns of 2, 3 and 4 beats (metre)                  Exploring different ways to emphasise the first beat in a repeating pattern or metre                  Identifying metre by recognising its pattern                  Dividing the number 12 into 2s 3s and 4s                  Exploring different ways to emphasise beats to form a group (metre)                  Exploring sounds on instruments and finding different ways to vary their sound</p>	<p>Beat                  Sequence                  Steady                  Speed                  Control                  Changes                  Instrument                  Pitch                  Contrast                  Symbol                  Dynamics                  Vocal                  Voice                  Signal                  Instruments</p>



			<p><b>Assessment</b>                  Can you mark a steady beat with voices and body percussion?                  Can you count and perform a steady beat in patterns of two, three, and four beats (metre)?                  Can you explore different ways to emphasise the first beat in a repeating pattern or metre?                  Can you identify metre by recognising its pattern?                  Can you explore sounds on instruments and find different ways to vary their sound?</p>	
<p>PE                  Invasion games</p>	<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To participate in team games, developing simple tactics for attacking and defending</p>	<p>Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.                  Pat, throw, kick, stop and sometimes catch a ball.                  Run a short distance with some control.                  Jump with both feet from standing.                  Throw a projectile in a given direction.                  Show control and co-ordination when moving or standing still. Per-form basic sequences, using space safely and recognising simple technical words.</p> <p>Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponents actions.</p>	<p>Move fluently, changing direction and speed easily and avoiding collision.                  Show control and accuracy with the basic actions for rolling, under arm throwing, striking a ball and kicking.                  Understand the aspects of tracking, and get in line with the ball to receive it.                  Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming.</p> <p><b>Assessment</b>                  I can show some accuracy with throwing and kicking a ball.                  I can participate in team games.                  I can use simple tactics for attacking and defending.                  I can apply basic movements to a range of activities and games.</p>	<p>Movement                  Explore                  Control                  Coordination                  Space                  Throwing                  Striking                  Participation                  Tactics                  Games</p> <p>Safe                  Technical                  Actions</p>
<p>PSHE</p>	<p><b>Healthy Me</b>                  To understand the difference between being healthy and unhealthy.                  To know some ways to keep myself healthy.                  To know how to make healthy lifestyle choices.                  To know how to keep clean and healthy and understand how germs cause disease/illness.                  To understand that medicines can help if I am poorly and learn how to use them safely.                  To keep safe when crossing the road.                  To know about people who can help me stay safe.                  To be able to describe ways in which the body is amazing.                  To identify some ways to keep their body safe and healthy.</p>		<p>To feel good about myself when I make healthy choices.                  To know I am special so I keep myself safe.                  To know some ways to help myself when I feel poorly.                  To recognise when I feel frightened and know who to ask for help.                  To recognise how being healthy helps me to feel happy.</p> <p><b>Assessment:</b>                  Can you recognise how being healthy makes you feel?                  Can you identify some ways in which your body is amazing and identify some ways to keep your body safe and healthy?</p>	<p>Safe                  Healthy                  Body                  Unhealthy                  Choices                  Balanced                  Exercise                  Sleep                  Medicine                  Frightened                  Disease                  Illness                  Germs</p> <p>Clean                  Safety                  Green cross code                  Eyes                  Ears                  Look                  Listen                  Wait                  Trust                  Body parts                  Toiletry items                  Hygienic</p>



<p>RE</p>	<p><b>Theme:</b> Shabbat</p> <p><b>Key Question:</b> Is Shabbat important to Jewish children?</p> <p><b>Religion:</b> Judaism</p>	<p><u>Learning</u> We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</p> <p><u>Assessment</u> To be able to tell you which is my favourite day of the week and talk about food I would like to share in a special meal. To be able to use the right names for things that are special to Jewish people during Shabbat and explain why. To be able to start to make a connection between being Jewish and decisions about behaviour.</p>	<p>Shabbat Judaism Jew Jewish Kippah Sabbath Synagogue Creation story Religion Religious Beliefs</p>
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